

CARLISLE COMMUNITY SCHOOLS
ANNUAL PROGRESS REPORT

BUILT TO LAST

Volume 1, Issue 1
2003-2004 Report to the Public

SOME MANDATES ARE GOOD: OR WHY WE LOVE THE DISTRICT ANNUAL REPORT

Having met the state imposed deadline for the Annual Progress Report (August 15th), as well as the Comprehensive School Improvement Plan submission (September 15th), we can now focus on the audience that truly matters: our patrons. And you read the title correctly. We do enjoy both the process and the production of our annual "story" to the community. We get many positive comments. Some people ask for additional copies. Local development people and realtors love the opportunity to provide valuable information to prospective clients or home owners. Parents are our customers, and they need information to make informed choices about their children's educational programming.

We do our best to make this document a true reflection of our successes and the challenges we face.

It's really a year-long process. We never really ever forget about the preparation of this document. In the future you'll see us adding features to our district website that are by-products of the data collection going on throughout the year as well as additional features that will lend support to our Department of Education site visit scheduled for mid March. Preparation for that three-day event has been ongoing since very early last school year. Hopefully it is clearly visible that very little of what goes on is not well thought out and researched when it comes to the education of your children or the spending of your tax dollar.

"Parents are our customers, and they need information to make informed choices about their children's educational programming."



We hope you enjoy our latest effort to not just meet a state mandate, but rather to share with you our accomplishments and our plans for the future. As always, we welcome your ideas about how we can make this report more informative or valuable to our patrons. We take great pride in the work we've chosen. Educating a growing student population with ever-increasing demands is a daunting task. I feel extremely fortunate to work with the talented team of educators this district has been able to attract and retain. When it comes to meeting the intellectual, behavioral, social, and emotional needs of students, this community is well-served.

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Special Points of Interest

- Iowa Teaching Standards focus faculty in-service.
- Interpreting data leads to improvements.
- Standards and Benchmarks guide instruction.
- Business Office oversees program funding.

A LOOK AROUND THE DISTRICT

The 2003-2004 school year was truly exciting. So many groups and individuals stepped up to make significant contributions that had, or will have far-reaching implications for student learning. The year began with a School Improvement Advisory Committee meeting monthly to determine the future facility needs for the district. A facilitator assisted the group with determining short range, medium range, and long range needs. In conjunction with these efforts, another group was working to secure passage of the Local Option Sales Tax for school infrastructure needs in Warren County. The melding of this thoughtful and careful planning coincided with successful passage of the sales tax in mid January, and the wheels were put in motion to begin a building campaign that will serve district students and patrons for years to come.

In the fall of 2005, an Early Childhood Center will be ready to serve up to 200 additional students on the exist-

ing elementary campus. This state-of-the-art facility will be the first experience for Carlisle students as they begin their educational journeys. A new football stadium is now complete and provides seating for 1750 fans. The renovation of the JH/HS gymnasium increases seating and safety and is a major improvement over the facility that served fans since 1970-71.

Increased accountability for student learning was the primary focus for educators during the 2003-2004 school year. Administrators and teaching staff worked together to build a lasting structure to guide the educational priorities of the district. Improved mentoring and induction programming was developed for all staff new to both the district and the teaching profession. A systematic professional development model was developed and carried out that addressed the continuing educational needs of the teaching staff as we work to build differentiated learning opportunities for our students. A final piece to improved student accountability was to begin partnering with outside agencies to build data bases that will provide accurate and timely data about student achievement as we make decisions about allocating resources.

Growth was, and will continue to be a driving force for the Carlisle district. Only five districts in the state grew at a faster rate than ours. This growth is projected to last for many years to come and planners are positioning the district to meet needs from a facility and academic standpoint. Past practices by decision-makers have served the district well in offsetting the

downturn in the economy that has in many cases negatively impacted other districts. It was with great pleasure that the district was able to lower the school tax levy by fifty-one cents per thousand dollars of assessed valuation. This did not happen in many other districts. In fact many, many went up.

Throughout all of this planning, developing, and re-structuring, our students continued to achieve and make our school community proud. In athletics and activities, coaches and sponsors directed students to many successes. For the second year in a row

we had a jazz band perform on the stage of the Des Moines Civic Center winning second place honors in the state. Many sports teams or individuals either qualified for state competitions or were ranked as high as first in the state. Academically the school had five State of Iowa Scholars and graduated a wonderful class of seniors who contributed so mightily to the success of our school system.

Many challenges await us as we enter the 2004-2005 school year. Soon community members will be meeting with district staff to renew the process of addressing the impending needs created by growth and student learning expectations. Our recent history and successes bode well for our future. Talented educators and dedicated and passionate patrons are willing to devote the hours and energy necessary to build both the physical structures and the learning environment and culture that will be lasting. For what we've been allowed to accomplish in the past, and for what you've demonstrated you will do for us in the future, we say, "Thanks!"

"Our recent history and successes bode well for our future."

Vision

The Carlisle Community School District, in partnership with students, families, and our community is dedicated to:

- meeting the needs of all students
- recognizing the uniqueness of each child
- preparing students to lead productive, moral, responsible lives.

HELD TO A HIGHER STANDARD

In 2002 the State of Iowa's Department of Education drafted and adopted the Iowa Teaching Standards. Carlisle began work to make those standards a part of its teacher quality program in the 2003-2004 school year. The idea behind the standards is to identify skills and behaviors that illustrate good teaching. Last year Carlisle's teacher in-services focused on the standards, and teachers did activities (complete with homework) that made them very familiar with the eight standards and the 42 criteria that went with them. We will expand our work with the standards during the 2004-2005 school year.

- **Standard 1:** Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- **Standard 2:** Demonstrates competence in content knowledge appropriate to the teaching position.
- **Standard 3:** Demonstrates competence in planning and preparing for instruction.
- **Standard 4:** Uses strategies to deliver instruction that meets the multiple learning needs of students.
- **Standard 5:** Uses a variety of methods to monitor student learning.
- **Standard 6:** Demonstrates competence in classroom management.
- **Standard 7:** Engages in professional growth.
- **Standard 8:** Fulfills professional responsibilities established by the school district.



Mike Anthony, High School Principal

"Everything we try to do in every activity or program is help kids be successful, now and in the future."

IOWA EDUCATES A LITTLE DIFFERENTLY

Iowa is the only state in the country that does not have state-mandated standards for the subjects taught in its public schools. Control of its school districts is left to local communities. This local control allows schools to tailor educational programs to fit local populations and needs. In recent years, the Iowa Dept. of Education mandated that schools have a system of standards and benchmarks that focus instruction and provide a way to measure what teachers teach and what students learn. In 2002, the Iowa Dept. of Education also mandated the Iowa Teaching Standards to help improve the quality of teaching in the public schools. Improving how teachers teach also improves what students learn, and, consequently, raises student achievement scores.

DISTRICT BELIEF STATEMENTS

We believe that:

Education

- meets the needs of all students by being current and relevant.
- Prepares students to lead productive, moral, responsible lives.

Communities

- are valuable sources of information and expertise in the education of our students.

Educators

- are well-trained and proponents of life-long learning.
- Model desirable traits and serve as partners in learning for students and families.

Students

- deserve a safe, caring environment where their needs are met.
- Learn respect for themselves and others.
- Need developmentally appropriate opportunities to learn and explore.
- Are encouraged to strive for excellence in every endeavor.

A PARENT'S GUIDE TO STAFF DEVELOPMENT IN IOWA SCHOOLS

What is staff development and why is it important?

Staff development is the term that educators use to describe the continuing learning of teachers, administrators, and other school employees. While most teachers and administrators arrive prepared for the task at hand, they need to stay up-to-date in their knowledge and skills if they are to remain effective. With the ever increasing demands on educators to meet the needs of diverse learning populations, people in schools need time to learn the skills to meet those demands and needs.

Staff development means more than just attending classes.

Attendance at classes, workshops, or conferences is one way teachers can gain skills or knowledge necessary for improving performance. But other types of staff development can be even more meaningful. Teachers often use staff development time to answer three important questions about students: Which students are not learning as we might expect? What is it that they are not learning? What are we doing about it? In these instances staff development time is used for teachers to plan interventions for groups of students or perhaps even an individual student.

Teachers might study a subject together, observe some skilled practitioner, or coach a colleague in applying new teaching skills. Finally a thorough examination of test results or revision of curriculum areas would also qualify as typical staff development activity.

Why the need for teachers to learn on school time?

Every successful business recognizes the need for staff development. All professionals are required to stay current in their practice. Businesses provide learning opportunities during the workday for their employees to learn new skills. Schools are no different in allocating time for teachers to learn and work together during the workday. Many teachers still do considerable work outside of the school day such as grading assignments, supervising activities, and preparing activities for the classroom.

Administration 2003-2004

Dr. Tom Lane,
Superintendent of Schools

Mike Anthony,
High School Principal

Diana Whited,
Junior High Principal

Wayne Fleishman,
Middle School Principal

Barb Niemeyer,
Elementary Principal

FACULTY BREAKDOWN

YEARS OF EXPERIENCE IN TEACHING

0 - 5 years	37
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6-10 years	22
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11-15 years	7
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More than 15 years	40
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Total	106
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NUMBER OF TEACHERS AND QUALIFICATIONS

Bachelor of Arts	43
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Bachelor of Arts +15 hours	15
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Bachelor of Arts +30 hours	7
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Master of Arts	27
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Master of Arts + 15	6
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Master of Arts + 30	4
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Master of Arts + 45	4
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STUDENT/FTE TEACHER RATIOS

Elementary	13.59 to 1
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5th and 6th Grade	13.53 to 1
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Jr. High and High	12.16 to 1
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TEACHERS GET REPORT CARDS, TOO!

Teachers are formally evaluated by their administrators on a regular basis. First and second year teachers are evaluated every year, and experienced teachers are generally on a three-year cycle. A standard form is used as a kind of report card so teachers can see how they are doing. The teacher evaluation form has been recently re-structured, and the new form will be used for the first time during the 2004-2005 school year. It is based on the Iowa Teaching Standards (required by law), and it is a little unique because it was constructed with input from the teachers themselves. Teachers started the work by categorizing the work they do into *Strategies/Planning, Assessment, Communication, Classroom Management, and Professionalism*. A committee of teachers and

administrators then wrote the descriptions for each of the categories. The evaluation procedure is divided into two parts: (1) what can be observed as the teacher is actually teaching; (2) a collection (portfolio) of the materials the teacher uses to teach and/or written descriptions of methods/strategies/techniques that are part of the teacher's style of teaching.

This year, administrators will also be doing *two-minute walk-throughs*. That means that they will be simply stopping by to see what is going on and staying for a very short period of time. It helps administrators to better understand what is going on in their teachers' classrooms.

So why is teacher evaluation important? It gives some valuable feedback so the teacher can get an idea of how he or she is doing. It also gives the teacher an opportunity to ask for suggestions or assistance. One of the biggest advantages is that it creates an opportunity for teachers and administrators to discuss good teaching practices. It opens lines of communication and creates potential to make good teaching even better. Good teaching leads to better learning, and better learning leads to more successful students.



HELPING NEW TEACHERS BE THE BEST

The state mandates that we have a mentoring and induction program for teachers who are new to the profession. First and second year teachers must each be assigned a veteran teacher to be a mentor during the first two years. The mentors and mentees must attend monthly meetings and are required to spend regular time together planning and giving feedback about the daily work of teaching.

Mentoring sessions were held at Norwalk last year, but the 2004-

2005 mentoring program for Carlisle's teachers is held here in Carlisle with Diana Whited, Junior High Principal, and Judy Wright, 7-12 Curriculum Director, conducting the sessions. Because of the popula-

tion growth in the area, Carlisle Community School has hired several new teachers each year who must be part of the mentoring and induction program. The

decision for Carlisle to have its own training will be a more positive way to support our new teachers.



Barb Niemeyer, Elementary Principal

"It's our job as a staff to provide a safe yet challenging environment in which all students are expected to gain a solid academic foundation and level of social maturity."

AN INTRODUCTION TO DATA COLLECTION

How Are We Doing?

If someone asks you how you are doing, you know that the answer can come from several levels. On the surface you can say, "I'm fine." The answer could be correct because you don't have a bad headache or you have no broken bones or you have been having a good day.

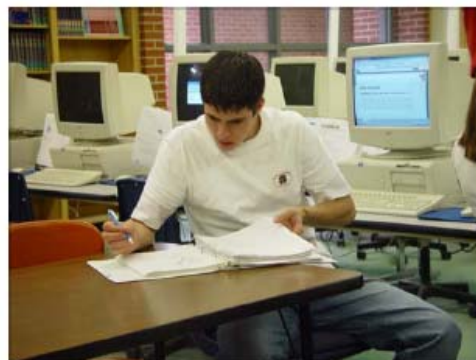
However, to *really* be able to know how you are doing, you should have a check-up to gather the information to give an accurate picture. You need to have a thorough physical examination to be able to truthfully say you are doing okay. Having that examination gives you information to make some decisions about whether or not to keep doing what you are doing, or to make some changes that will result in a better quality of life.



Diana Whited, Junior High Principal

"Our goal is to help students make the transition to high school. We spend two years providing the content and life skills to turn 12-year-olds into successful young adults."

In the school business we also have periodic check-ups to see how we are doing. If we have good specific information, we can evaluate what we are doing to see if we can keep doing what we are doing, or if we need to make changes. Interpreting the data can take some time and thought, but the end result is worth the work.



What We Report

First of all, the state currently requires that we report test scores for only grades 4, 8, and 11 and in only reading, mathematics, and science. The state also requires that school districts report the results to the public. This is a great opportunity for the school district to communicate to stakeholders just what is going on in its classrooms. We have tried to make the information easy to understand and user friendly.

What Influences the Information

When examining the data we gather, we must consider several factors that influence results. When examining ITBS and ITED scores from year to year, one must remember that we are not comparing growth for the same group of students. Students who were in fourth grade in 2001-2002 will be fifth graders in 2002-2003 and sixth graders in 2003-2004. To see growth for a particular class, we must look at a different set of data than the state requires. The state is

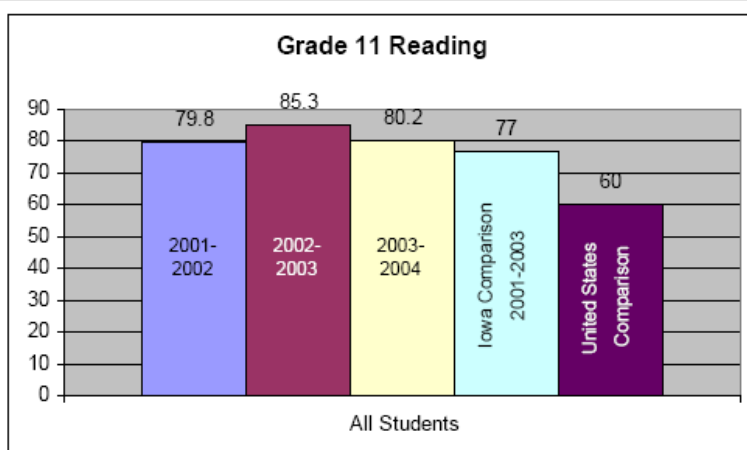
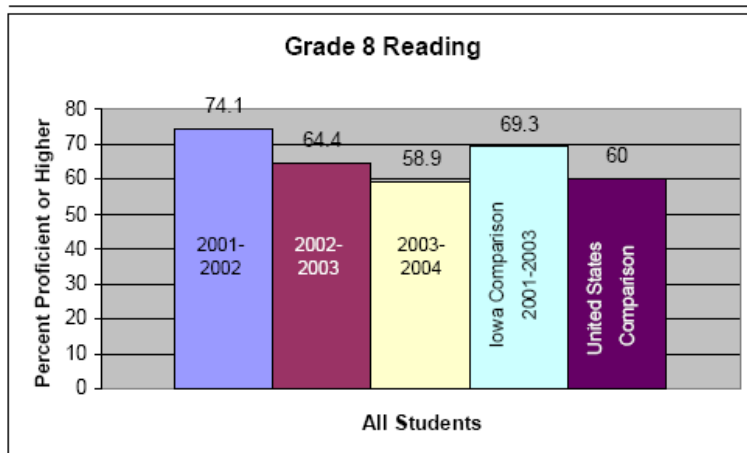
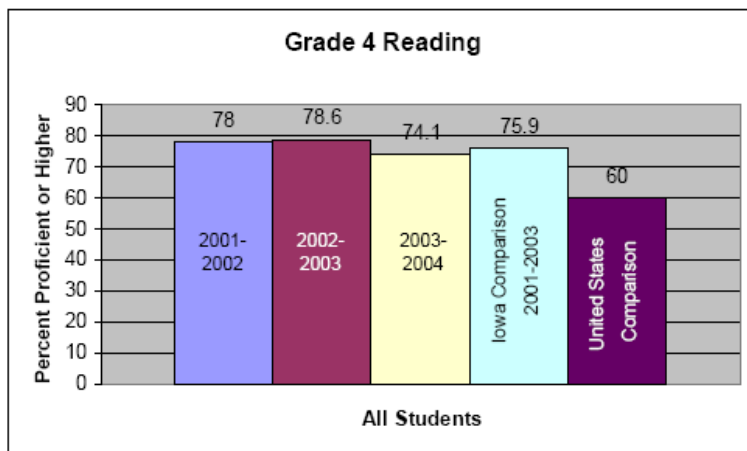
interested to see how school districts' scores compare to state and national scores. One can also compare how one districts' scores compare to other districts' scores.

What We Do with the Information

Once we have test scores and other information about the district, we can examine it carefully to see what needs to be done. Groups of teachers meet together to go over ITBS/ITED questions and answers item by item to see how classes did on individual questions. Doing this gives teachers the opportunity to see if changes need to be made in what is taught. Sometimes adjustments need to be made in the school's curriculum.

Test results also give information that shows progress for individual students. Teachers, parents, and students can see if students have academic growth from year to year. The information is also used to place students in special programs such as special education and talented and gifted.

BUILDING OUR SCORES IN READING



READING SCORES

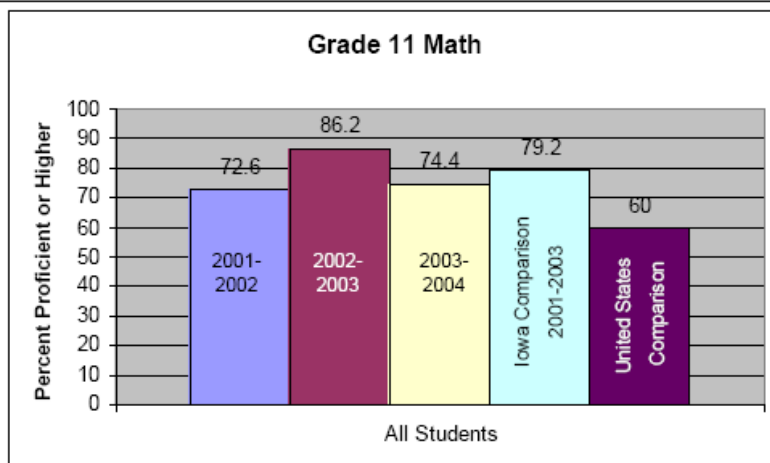
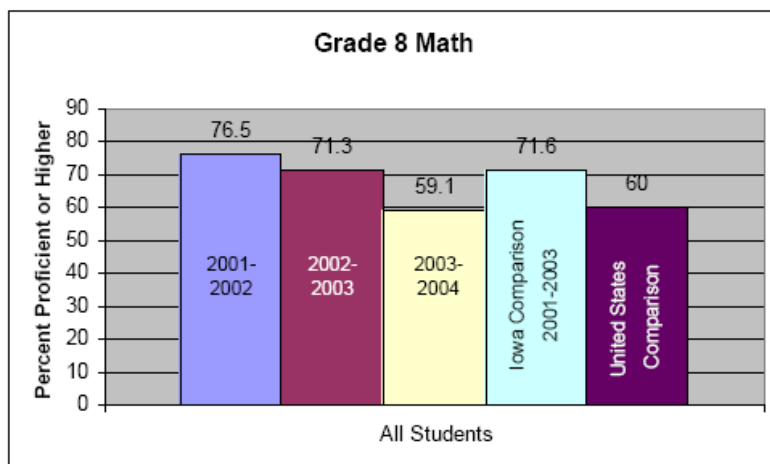
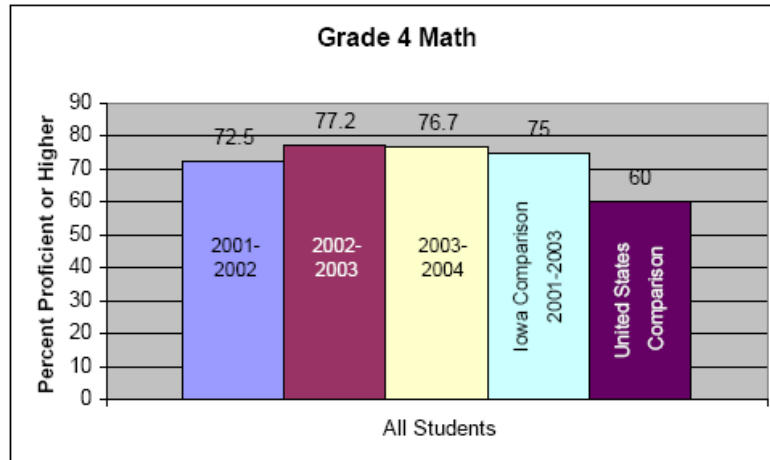
Our reading scores were slightly lower in 2003-2004. It is too early to be called a trend, however. Two factors that were different in 2003-2004 may account for some percentage of the decrease in scores.

One of those factors was that the tests were renormed. That means that the standard used to determine the overall average score was refigured just recently. It doesn't make a really big difference in results, but it may make a small change.

Another factor that was changed was that, prior to 2003-2004, some students' scores were not included with the rest when results were compiled. In 2003-2004, all scores were included in the class average. With a group of around 100 students in a class, just a few students who do not try to do their best will make a difference in the overall average score.

The lower scores have prompted examination of how we might support students and build strength in reading. At grades K-4 the Peer Assisted Learning Program will begin in the 2004-2005 school year. In junior high, an after school tutoring program will be started to assist students who are having difficulties, and a transition assistance program for all ninth graders will be incorporated into the curriculum.

BUILDING OUR SCORES IN MATH



MATH SCORES

Fourth grade math scores remained fairly consistent over the last two years, and both years are a little above the state average. Eighth and eleventh grade scores both show a decrease over the last two years. Two factors that were different in 2003-2004 may account for some percentage of the decrease in scores.

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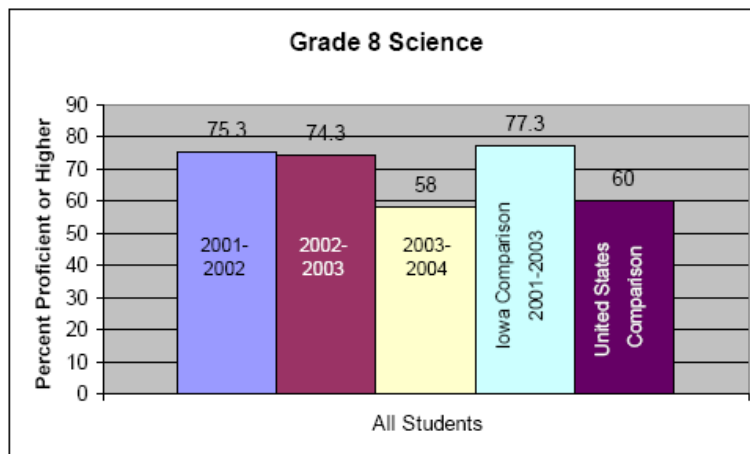
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The mathematics curriculum is being studied at grades 7-12. Changes have been made in mathematics at the high school for the 2004-2005 school year. A class called algebra applications has been added to help students bridge over from eighth grade math to Algebra I. Teachers hope to be able to reinforce basic skills to give students more success when they take Algebra I at the sophomore level.

BUILDING OUR SCORES IN SCIENCE

*NO SCIENCE TESTS FOR GRADE FOUR

You will note that results for science do not have a graph for fourth grade. ITBS does not have tests for science at fourth grade.



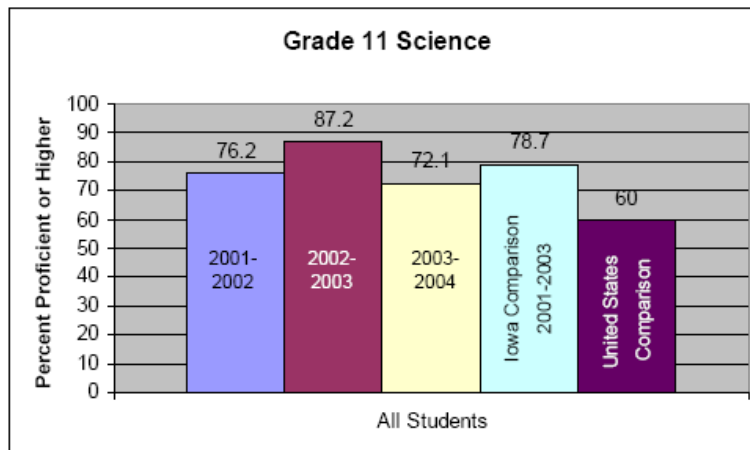
SCIENCE SCORES

ITBS science scores at eighth grade show a decrease over the last three years. The scores for 2003-2004 are nearly 20% below the state average and 2% below the national average of 60%.

Scores at eleventh grade show a decrease in 15% from 2002-2003. The scores are about 5% below the state average, but are still 12% above the national average. Science skills measured by the ITED at eleventh grade involve students' knowledge of physical and environmental science, biology, and basic chemistry. Two factors that were different in 2003-2004 may account for some percentage of the decrease in scores.

One of those factors was that the tests were renormed. That means that the standard used to determine the overall average score was refigured just recently. It doesn't make a really big difference in results, but it may make a small change.

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DIBELS: ONE WAY TO LOOK AT READING

Dynamic Indicators of Early Literacy Skills (DIBELS) tests are used in the early elementary to measure students' reading skills. DIBELS are given three times a year. You need to know that the kindergarten and first grade years contain more assessments because there are more skills to learn. The tests are phased out as students reach proficiency, so fewer assessments are given to students as they progress through grades 3 and 4. This is another way to tell what students know.

The table adjacent to this article is an example of just one of the DIBELS tests: Oral Reading Fluency.

The levels students should reach are:

- 40 in the spring of 1st grade;
- 90 in the spring of 2nd grade;
- 110 in the spring of 3rd grade.

FIRST GRADE	Beginning	Middle	End
		Goal: 20 wds p/minute	Goal: 40 wds p/minute
Students Tested	Not taken	114	114
		80% Doing Well	85% Doing Well
SECOND GRADE	Beginning	Middle	End
	Goal: 44 wds p/ minute	Goal: 68 wds p/minute	Goal: 90 wds p/minute
Students Tested	111	110	108
	67% Doing Well	69% Doing Well	63% Doing Well
THIRD GRADE	Beginning	Middle	End
	Goal: 77 wds p/ minute	Goal: 92 wds p/ minute	Goal:110 wds p/minute
Students Tested	84	88	87
	62% Doing Well	56% Doing Well	64% Doing Well
FOURTH GRADE	Beginning	Middle	End
	Goal: 93 wds p/ minute	Goal:105 wds p/minute	Goal:118 wds p/minute
Students Tested	Not taken	101	104
		55% Doing Well	59% Doing Well

MIALT: ANOTHER WAY TO LOOK AT IT

Most of us know what the ITBS or ITED tests are. Students have been taking them for years. Law now requires that we use other measures in addition to the ITBS or ITED to tell how our students are doing. One of the alternative tests we use is the Mid Iowa Area Level Tests (MIALT). We must report results at grades 4, 8, and 11.

Proficiency Levels

Above Proficiency..... 90% -100%
 Proficient.....41% - 89%
 Below Proficiency.....0% - 40%

Grade 4 Proficiency	% Below Proficiency	%Proficient	% Above Proficiency
Reading	22%	68.6%	9.3%
Mathematics	27.1%	61.9%	11%
Grade 8 Proficiency	% Below Proficiency	%Proficient	% Above Proficiency
Reading	41.8%	45.5%	12.7%
Mathematics	43.3%	56.7%	0.0%
Grade 11 Proficiency	% Below Proficiency	%Proficient	% Above Proficiency
Reading	31.8%	47.1%	21.2%
Algebra	23.1%	76.9%	0.0%
Geometry	73.3%	26.7%	0.0%

Board of Education 2003-2004

Mark Randleman,
President

Lee Evans,
Vice President

Ann Polito

Melinda Huisinga,
Replaced by Elieene Bailey,
May 2004

Joe Weissenburger,
Replaced by John Judisch,
December 2003

Dr. Tom Lane,
Superintendent of Schools

OTHER MEASURES WE CONSIDER

In addition to test results, we examine other factors to see how we are doing. After we have laid the foundation of test scores in the three major areas, these factors provide the small pieces that add even more to the larger picture.

DROP-OUT RATES ARE LOW IN CARLISLE

The law requires that we report the number of students who drop out of school each year. A dropout is a student who "does not attend school or withdraws from school for a reason other than death or transfer to another approved school or school district or has been expelled with no option of return."

1.4% Percentage of all students considered as dropouts for grades 7 to 12.

9 (Total number of dropouts in grades 7-12.)
604 (Total number of students in grades 7-12.)

ACT SCORES REFLECT PROBABLE SUCCESS

Earning a score of 20 or above on the ACT is an indicator that students have the skills they need to be successful in educational programs beyond high school.

75.0% Percentage of high school students (any students in grades 9-12 who took ACT during the 2003-04 school year) achieving a score or status on a measure indicating probable post-secondary success.

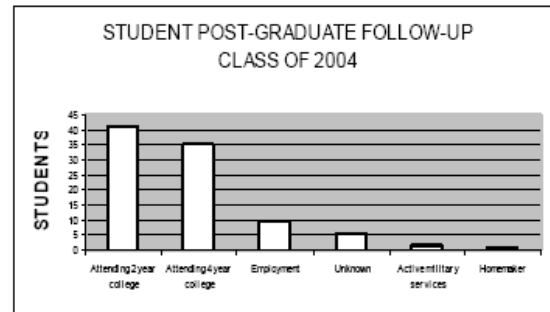
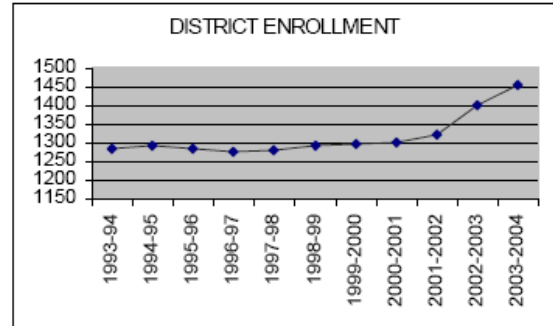
42 Total number of students achieving a score of 20 or higher on the ACT.
56 Total number of students who took the test.

COMPLETING A CORE PROGRAM IS BENEFICIAL

A core program for high school is four years of English/language arts and three or more years each of mathematics, science, and social studies. The core gives students the background to do well in work or education beyond high school.

48.4% Percentage of all 2003-04 high school graduates who completed a core program.

47 (Total number of high school graduates who completed a core program.)
97 (Total number of high school graduates.)



DISTRICT GRADUATION RATE ABOVE STATE AVERAGE

State Graduation Rate for 2002-2003	Percentage of Graduates with a Carlisle Diploma
90.4%	93.07%

AVERAGE DAILY ATTENDANCE

K-8 <u>STATE</u> Average Daily Attendance	K-8 <u>DISTRICT</u> Average Daily Attendance
95.6%	95.5%

BUILDING BLOCKS OF EDUCATION

School districts employ many more people than the commonly thought of teachers and administrators. Support and administrative staff play valuable roles in the educational process for every child. In fact, most school districts employ nearly as many non-teaching positions as they do classroom teachers. Carlisle is no exception. Nutrition, transportation, finance, student and personnel services, and maintenance/grounds all are vital partners in the mission of the district.

"The synergy of many people working together is the cornerstone of any strong organization."

Most of these people work in relative anonymity and, unfortunately, often don't get the recognition they deserve. But the contributions of these employees are critical to our successes. Clean, attractive buildings; safe, convenient transportation; sound financial practices; and healthy breakfasts and lunches make a statement to both students and patrons. The synergy of many people working together is the cornerstone of any strong organization.

Following are some interesting facts about the building blocks of our district.



Transportation:

- operated 20 vehicles.
- transported 644 students during 2003-2004.
- averaged \$2.64 per mile traveled.
- traveled 106,422 miles on regular route and non-route miles with all buses and Suburbans.
- provided 49 students with discretionary transportation.

Nutrition:

- served a total of 177,485 lunches during the 2003-2004 school year.
- served 16,782 breakfasts during the 2003-2004 school year.
- collected \$206,778 in revenue.
- maintained and updated the current computerized cashiering system improving accountability.
- provided lunch meals at a cost of \$1.15 per student and \$1.50 per adult. Breakfast cost is \$.75.
- maintained our lunch prices below the national average of \$1.86

Custodial/Maintenance:

- served approximately 16,000 square feet in three different buildings per custodian nightly.
- employed 9 full-time custodians and 1 part-time custodian in 2003-2004.
- maintained 25 acres of ground in 2003-2004.
- cleaned more than 100 classrooms per day.

Finance:

- processed 1,319 purchase orders during the 2003-2004 school year.
- processed approximately 1,900 accounts payable checks.
- wrote 2,435 payroll checks.

BUSINESS OFFICE HIGHLIGHTS

In many small towns the local school district represents the largest employer in town. Our community is no different. Compound that with being a tax driven business, and the responsibility to be ethical and trustworthy is greatly heightened. This district is well-served with the professional staff serving the school community. Just as teachers and administrators are constantly up-grading their skills, so must the Central Office staff. New programs and improved technologies allow our office personnel to efficiently serve our employees, as well as conduct the day-to-day operations of running a large business.

Below are some highlights from the business office in 2003-2004:

- Despite the State of Iowa imposed 2.25% reduction in State Foundation Aid during the 2003-2004 school year and an allowable growth rate of 2%, the school district was able to maintain the desired balance in the General Fund that has been established by the School Board which is three months worth of operating expenses.
- Interest rates continued to decline from an average investment rate of 3.13% in FY02, to 2.10% in FY03, to an average in FY04 of 1.72%. Interest earnings were \$117,601 in FY02, \$67,128 in FY03 and \$53,060 in FY04.
- Student certified enrollment increased by 56 students from the 2002 count. This increase in students and the approved 2% allowable growth will result in an increase of revenue of \$396,487 for the 2004-2005 fiscal year.
- A Local Option Sales Tax for Warren County was passed on January 13, 2004. This Warren Co. Sales Tax plus the Polk Co. Sales Tax will be used to pay off the revenue bond that was issued July 7, 2004. Revenue from this bond is being used for the football stadium and high school gym improvements. Construction of an early childhood facility will start fall of 2004.

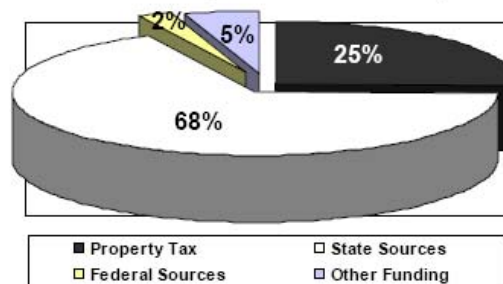


Wayne Fleishman, Middle School Principal

"My responsibility as an administrator is to make sure that we are providing a safe, caring and nurturing environment in which all kids can learn to their maximum potential, as well as provide structure and guidance as the children complete their elementary experience and move toward junior high school."

Summary of Financing for General Fund

Property Tax	\$2,255,400
State Sources	6,069,662
Federal Sources	196,069
Other Funding	440,224



STANDARDS AND BENCHMARKS GUIDE WHAT STUDENTS LEARN

STANDARDS ARE BROAD STATEMENTS

You may have heard about standards and benchmarks, but just that they are might be a little unclear. Simply stated, they are the focus of what is taught in the classroom. A standard is a general statement of the overall idea students must learn. An example of a standard from science is: **Student understands and applies concepts, principles, and theories pertaining to life and its interactions.** The standard describes concepts, principles, and theories. However, we do not know the specific information needed. All grade levels are under the same standard. All students need to know general concepts, principles, and theories.



BENCHMARKS ARE SPECIFIC

The benchmark is where information becomes specific. We take the general idea in the standard to the level of specific concepts, principles, and theories in the benchmark. We break information down to which concepts are learned at which grade levels. When information gets this specific, we are also able to measure whether or not students' have learned the specific idea. We can even determine to what level they have learned the specific concept. An example of a sixth grade benchmark for the standard stated above is: *Knows that all organisms are composed of cells, which are the fundamental units of life.*

ACCOUNTABILITY ACROSS THE CURRICULUM

Once we know what skills (benchmarks) students must know at each grade level, we can

then build curriculum year by year. We should have a clear picture of the skills students should know as they progress through the school system. We will also know how well students are learning

those skills because the benchmarks must be measured and reported. Parents in the elementary school, and soon parents of 7-12 students, will receive reports that show just how well their



students have done on the benchmark tests. In the elementary, the report cards show progress toward meeting those goals. For junior high and high school students, the reporting process is a little more complex because of the emphasis on receiving letter grades. Colleges and other post-secondary schools want to see transcripts with grades on them. The process of breaking down the individual benchmarks to report to colleges is tedious and time-consuming, so the process is in its very beginning stages.

CURRICULUM AT 7-12 ON THE MOVE

The 2003-2004 school year brought some changes to how curriculum works at grades 7-12. Dr. Judy Wright now serves as curriculum director for the junior high and high school. Coordinating discussions about the skills being taught at each grade level, helping to create units of instruction, giving assistance in developing new classes and helping create materials for classes already being taught are only a part of her daily job. She is a member of the team that plans and conducts teacher inservices and also helps with the school's mentoring program for new teachers. She helped with the development of the new teacher evalua-

tion instrument, and this year she also contributed to the Annual Progress Report and the Comprehensive School Improvement Plan, both of which are reports that must be submitted to the State Department of Education.



She admits that the best part of her job is being able to help teachers with projects that make their lives easier and make instruction better for students. The main focus of work in 2003-2004 was the completion of the units of instruction for all classes taught in grades 7-12 and alignment of standards and benchmarks with what is currently being taught.

A YEAR IN REVIEW

Academics:

Five seniors qualified as State of Iowa Scholars.

The Academic Decathlon team qualified for State competition in 2004.



The Hartford Middle School children showcased their "Night at the State Fair" in fifth grade as did the sixth grade with their "Worlds' Fair." These are cross-curricular, all school presentations.

Activities:

Y-Camp was a wonderfully successful overnight trip to the Boone Y-camp for the fifth graders.

The Carlisle High School Varsity Football Team and various members of the Varsity Track Team qualified for State competition.

A Carlisle wrestler earned fifth place at the State Wrestling Tournament.

Fifth grade reading students gave performances in the evening performance of "Night of the Noteables" and in the play *Pecos Bill*.

Community Support:

The *Character Counts!* program was introduced PK-6 and will be more fully integrated into the school and community each year. PTO support enabled each child to receive a free CCI t-shirt.

In 2004, Dollars for Scholars distributed a total of \$35,750 to 63 graduating seniors.

Kids Hope and its community members offered assistance to over 30 elementary students.

The elementary served over 1,200 meals during our annual picnic as we thanked our staff, parents and volunteers for their commitment to our students.



District Wide:

The four classrooms on the NW corner of the elementary facility funded by the \$1,000,000 Vision Iowa Grant, were used for the first time in 2003.



In observance of Earth Day, students in Ms. Lohrenz's room assisted the Warren County Conservation staff with tree planting along the Summer-set Trail and cleaned flower beds on the Carlisle campus.

The school board approved plans for an early childhood addition, which will be completed in the fall of 2005.

The Junior High Student Council prepared and distributed bags of Easter treats to area children.

The elementary school hosted their annual Veterans' Day Assembly and Reception. Featured speakers included employees of the district.



Fine Arts:

The High School Jazz Band earned a division I rating at the State Jazz Band Contest and a second place rating at the Iowa Jazz Band Championships.

The High School Drama Department presented the play *Diary of Anne Frank* in November, 2003.

Many sixth graders received I and I+ ratings at the Sixth Grade Band Contests in Norwalk.

An ensemble acting group received a I rating and made it to State competition.

Two members of the High School Jazz Band earned All-State recognition.

Eight students qualified for State competition in speech.

Vocational:

Carlisle High School MOC placed twenty-two students in area businesses.

The building trades class completed its twenty-fourth house in 2004.





Carlisle Community School Annual Progress Report

To access our web page: www.carlisle.k12.ia.us

The Annual Progress Report is published once a year in accordance with State law.

Carlisle Community Schools
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430 School Street
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515.989.3589

Resident of
Carlisle Community
School District

If you have questions or comments on the Annual Progress Report, please call Central Office at 515.989.3589.

*It is the policy of the Carlisle Community School District to provide equal educational and employment opportunities, and not to illegally discriminate on the basis of gender, race, national origin, religion, creed, age, marital status, or disability in its programs and activities. Questions or concerns should be addressed to the Affirmative Action Coordinators, Dr. Tom Lane, Superintendent (515) 989.3589 or Diana White, (515) 989.0833.

**Copies of the Carlisle Community School's Special Education Plan are placed in each administrative office as well as each guidance office.

Bulk Rate
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